

2006

Merit Documents, Performance Appraisal 1994-2006

Bowling Green State University. Administrative Staff Council

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Pre-Microfilm Inventory

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Administrative Staff Council, UA-022

Location: Bowling Green, Ohio

Title of Series: Merit Documents/Performance Appraisal

Inclusive Dates: 1994-2006

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Order: ☐ Alpha ☒ Chronological ☐ Numerical

Index: ☐ Included ☐ Separate ☒ None

Notes

1. Colored Paper
2. Pencil
3. Photocopies



Bowling Green State University

Vice President for
Academic Affairs
230 McFall Center
Bowling Green, Ohio 43403-0020
Phone: (419) 372-2915
FAX: (419) 372-8446

June 7, 1994

MEMORANDUM

TO: Suzanne Crawford, Dean
Continuing Education, International & Summer Programs

FROM: Eloise E. Clark *EEC*
Vice President for Academic Affairs

SUBJECT: Annual Evaluations

Personnel Services has sent to me the attached list of administrative staff in your area who have not received an annual evaluation for 1992-93. With fifty percent of the annual increase devoted to merit, it becomes even more important that you must have documentation to justify merit adjustments or lack thereof. Furthermore, an important component of a manager's responsibility, and basis for determination of his or her own merit, should be the care with which the manager evaluates staff. Please see that these evaluations are done no later than July 1, 1994. If they have been done and simply not forwarded to Personnel Services, please send a copy to Personnel immediately.

The requested evaluations are a year overdue. Obviously, all evaluations for 1993-94 should be done by July 1 as well.

skg

attachment

xc: John Moore

UL Administrative Staff/Faculty Administrators (ASFA) Merit Document

This document fulfills the charge and requirements of the Bowling Green State University Board of Trustees (BOT) and the university administration as represented by Human Resources (HR) that administrative staff develop criteria for determining meritorious performance. This document may include faculty with administrative responsibilities because of University Libraries' (UL) unique organizational structure.

It is the intention of this document that all personnel covered by the following document are to be treated with equity and their work be valued within the context of the faculty or administrative staff hiring models.

Assumptions

The following assumptions stem in part from the requirements set forth by the BOT and the university administration represented by HR and UL's attempts to establish an equitable merit criteria within the framework of these requirements.

Definitions: Basic Merit – the first three percent (or less, if the BOT approved annual increase is less than three percent) of any annual increase approved by the BOT.

Super Merit – The portion of a BOT approved increase that is greater than 3%.

1. Merit is a salary increment awarded for the job performance that meets or exceeds UL administrative unit criteria. Performance is judged to be either satisfactory or unsatisfactory based on the supervisor's evaluation. The evaluation includes a review of the job performance which is based on the employee's job description and annual goals.
2. When university salary increments are three percent or less, any administrative employee whose performance is deemed satisfactory will be awarded the full basic merit amount.
3. Salary increments of greater than three percent constitute super merit. Under this scenario, 80% of a super merit awarded is based on the performance criteria listed below, and 20% is based on super merit criteria which are listed immediately below the performance criteria.
4. As directed by the BOT, those not eligible for basic merit are not eligible to be considered for super merit.
5. Differences between the faculty and administrative staff hiring models must be acknowledged.
6. For administrators with faculty rank, the following performance criteria are applicable only to the annual evaluation and assignment of merit and do not replace any language within the faculty handbook regarding promotion, tenure, and other issues. The UL administrative merit document cannot be changed by UL faculty.

7. Responsibilities specific to each position will be considered when conducting annual evaluations and assigning merit.
8. The performance criteria and the super merit criteria listed below are not in any rank or priority order.

Performance Criteria

These criteria are to be used for assessing whether an employee is meritorious and for assigning basic merit. Additionally, these criteria are to be used where applicable and are listed in no rank order. Note that there is overlap of specific examples among the criteria listed below.

I. Professional knowledge and skills

- Understands, communicates and applies appropriate policies and procedures (position-related)
- Participates in appropriate professional development activities
- Sets, meets or exceeds all appropriate goals and objectives
- Assesses and improves own performance relating to goals and objectives

II. Oral and written communication skills

- Uses appropriate channels for communication
- Maintains open channels of communication with supervisor and supervisees
- Oral: (Communicates clearly relevant, job-related information. Gives effective presentations. Facilitates/contributes effectively in meetings or other activities.)
- Written: (Writes coherent and well-organized documents. Communicates effectively in letters, memos and electronic mail, etc.)

III. Interpersonal/Work Relations

- Demonstrates respect for colleagues' professional expertise, viewpoints, and responsibilities
- Gives and accepts constructive criticism
- Willingly shares expertise
- Collaborates effectively with colleagues
- Maintains professional confidentiality
- Sets a professional example overall

IV. Resource use

- Effectively manages time
- Effective use and/or management of human resources
- Effective use of financial resources
- Effective use of equipment and technology

V. Leadership

- Exercises independent judgment
- Demonstrates vision, initiative, and innovation
- Develops new programs and/or practices or improves upon existing ones
- Demonstrates flexibility in response to change
- Promotes a diverse workplace (sensitivity to ideas, cultures, learning styles, etc.)
- Demonstrates accessibility and approachability
- Effectively manages unit or area of responsibility
- Demonstrates commitment to BGSU's and UL's mission and core values

VI. Internal/external relations and service

- Effectively represents area/unit/department, UL, and Bowling Green State University to external and/or internal constituents
- Advocates for area/unit/department to external and/or internal constituents
- Demonstrates positive service orientation

Super Merit Evaluation Criteria

I. Publications and Presentations

- A. Book/Chapter
- B. Article
- C. Review
- D. Published Finding Aid/Index/Bibliography
- E. Editing Scholarly Works
- F. Presentations Internal/External

II. New/Special Projects

- A. Individual Unit
- B. UL
- C. University

III. Grants and Development

- A. University
- B. External
- C. Review
- D. Grant Management/Administration

IV. Outreach Activities/Participation

- A. Unit
- B. UL
- C. University
- D. State/Regional
- E. National

V. Professional Activities

- A. Courses Taken/Degrees Earned
- B. Professional Meetings - Attended or Participated
- C. Seminars/Workshops - Attended or Participated
- D. Professional Organizations - Officer/Program Participant/Local Arrangements
- E. Advising Students/Thesis and/or Dissertation Committees
- F. Teaching (uncompensated)

VI. Committee Assignments

- A. Member - Unit/UL/University/Regional/National/International
- B. Chair/Officer

VII. Honors and Awards

- A. UL/University/State/National/International
- B. Professional

VIII. Other

Procedural Steps and Sequence

The merit recognition process is a function of the fiscal year.

By early May*, administrative staff/faculty administrators (ASFA) will submit to their immediate supervisor 1) a written narrative description of their previous fiscal year's accomplishments as they relate to UL administrative performance criteria (recommended format provided in this document), 2) three-to-five goals for the coming year, and 3) a narrative description of their previous year's activities related to super merit criteria.

If the ASFA member does not report directly to the Dean, the immediate supervisor will recommend a merit rating to the Dean according to the process and definitions stated below. The Dean will consider this recommendation when assigning the final merit rating. The immediate supervisor's recommendation and the ASFA member's accomplishments, including super merit are due to the Dean on May 15.

If the total merit allocation in a given year is three percent (3%) or less, the Dean will assign full merit assuming that the ASFA has met expectations. If the total merit allocation in a given year is greater than three percent (3%), the Dean will assign merit ratings based on a review of the ASFAs' written narrative descriptions related to UL administrative performance criteria and of activities related to super merit criteria.

The Dean will assign merit ratings according to the following scale:

-	Consistently performs in a superior manner	4.0
-	Performs substantially above expectations	3.0
-	Usually performs above expectations	2.0
-	Performs according to expectations (in a competent and professional manner)	1.0
-	Does not perform at an acceptable, competent, professional level	0.0

In applying the scale of 0 to 4, ratings of .5, 1.5, 2.5, and 3.5 will be used in addition to the whole numbers.

The Dean will inform the ASFA member in writing of her/his merit rating and ranking by June 15.

*date to be determined annually

Expectations Thresholds

Based on UL administrative performance criteria and super merit evaluation criteria, ASFA may qualify for merit by meeting or exceeding expectations. The thresholds which define "meeting expectations" and "exceeding expectations" are described below.

Meets Expectations

An ASFA who receives a merit rating of 0.5 or greater from the Dean "meets expectations." Should an ASFA receive, in any given year, a merit rating of zero (0) from the Dean, he/she shall not be eligible for merit. Any ASFA who is not eligible for merit, in any given year, will not receive a salary increase.

Exceeds Expectations

An ASFA who receives a merit rating of a three (3) or greater "exceeds expectations."

Calculation of Merit Points

If the total merit allocation is three percent (3%) or less, the ASFA merit rating is based solely on UL administrative performance criteria. If the total merit allocation is greater than three percent (3%), 80% of the merit rating is based on UL administrative performance criteria and 20% is based on super merit criteria. In the latter scenario, the merit rating could be calculated by using the formula $.8x + .2y = \text{merit rating}$.

For example:

If the merit rating based on UL administrative performance criteria is three (3) and the merit rating for super merit criteria is four (4), the following calculation would apply.

$$.8(3) + .2(4) = 3.2$$

If the merit rating based on UL administrative performance criteria is four (4) and the merit rating for super merit criteria is three (3), the following calculation would apply.

$$.8(4) + .2(3) = 3.8$$

Merit point scores from the three most recent years - including the current year - will be kept on file in the Dean's Office. A three-year average will be calculated for each ASFA with at least three years of service. Averages for ASFA with fewer than three years of service will be calculated on the basis of the number of years served. ASFA who receive a zero in a given year will have that score included in their average for the appropriate range of time. The ASFA is not eligible for merit in the year in which a zero is given.

For example:

	<u>3 yr ASFA</u>	<u>2 yr ASFA</u>	<u>1 yr ASFA</u>	<u>3 yr ASFA w/0 merit</u>
1995	3.0	--	--	1.5
1996	3.5	3.0	--	0 merit
1997	<u>4.0</u>	<u>2.0</u>	<u>3.5</u>	<u>2.5</u>
Total	10.5/3	5/2	3.5/1	4/3
Average	3.5	2.5	3.5	1.3

This three-year average merit point score will be used in ranking and distributing merit funds.

Distribution of Merit Funds

If the total merit allocation for ASFA salary increments in a given year is three percent (3%) or less, all ASFA who qualify for merit by meeting or exceeding expectations will receive the same percentage increase in salary.

If the total merit allocation for ASFA salary increments in a given year is more than three percent (3%) but less than five percent (5%), it will be allocated according to the following guidelines:

1. Three percent (3%) of the total salaries of the ASFA shall be allocated as a three percent (3%) increase to all ASFA who meet expectations and thereby qualify for merit.
2. The remaining difference between the total merit allocation and the three percent (3%) of the total salaries of ASFA shall be allocated for recognition of those ASFA whose level of performance exceeds expectations as defined in this merit document.

If the total merit allocation in a given year is five percent (5%) or more, it will be allocated according to the following guidelines.

1. Sixty percent (60%) shall be allocated to be used as an equal percentage increase in salary for all ASFA who meet expectations and thereby qualify for merit.
2. Forty percent (40%) shall be allocated for recognition of those ASFA whose level of performance exceeds expectations as defined in this merit document.

Any ASFA who does not qualify for merit in their annual performance review should not receive a salary increase. A professional development fund equal to the uniform percentage raise(s) that would have been allocated to the individual(s) will be established within UL for employee development, with priority given to assisting employees who have failed to qualify for a merit increment.

Although the intent is that all ASFA be included in one merit pool, the University administration may determine otherwise.

FINANCE AND ADMINISTRATION MERIT DOCUMENT

The Finance and Administration Division has adopted this document as a basis for determining meritorious performance for Administrative Staff, as prescribed by the Bowling Green State University Board of Trustees and the university administration. This document explains the determination of Basic Merit, Super Merit, and how merit pool funds will be distributed.

Determination of Merit

Basic Merit: Based on the Annual Performance Appraisal. This Performance Appraisal will determine if the employee qualifies for basic merit. If the staff member qualifies for basic merit, they will receive a salary increase of the amount that is in the merit pool (3% or less). All staff members who qualify for basic merit will receive the same percentage increase in salary.

If it is determined that the staff member does not qualify for basic merit, no salary increase is given and the staff member will not be eligible for Super Merit consideration.

Super Merit: That portion of the salary increase that is greater than 3% for *[Exceeds Expectations]* performance that exceeds expectations. This document explains the criteria for determining who is eligible for the Super Merit salary consideration, how to apply, and how it will be distributed.

Objectives of the Merit Program

- ☐ To recognize individual distinguished, innovative, and creative achievement.
- ☐ To foster the type, quantity, and quality of performance that contributes to the achievements of institutional and unit mission, priorities, goals, and values.
- ☐ To foster collaborative efforts and cooperation among the staff and the campus community.
- ☐ To promote employee recruitment and retention.

Distribution of Merit Funds

1. If the total merit pool for salary increments in a given year is three percent (3%) or less, all staff members who qualify for merit in their annual performance reviews will receive the same percentage increase in salary.
2. If the total merit pool for salary increments in a given year is more than three percent (3%) but less than five percent (5%), it will be allocated according to the following guidelines:
 - a. Three percent (3%) of the total salaries of staff members shall be allocated as a three-percent (3%) increase in salary to all staff members who qualify for merit based on their annual performance reviews.
 - b. The remaining difference between the total merit pool and the three percent (3%) of the total salaries shall be allocated for recognition of those staff members whose level of performance exceeds expectations (Super Merit) as defined in this merit document.

1. If the total merit pool in a given year is five percent (5%) or more, it will be allocated according to the following guidelines:
 - a. Sixty percent (60%) shall be allocated as an equal percentage increase in salary for all staff members who meet expectations and thereby qualify for merit in their annual performance reviews.
 - b. Forty percent (40%) shall be allocated for recognition and reward of those Staff members whose level of performance exceeds expectations (Super Merit) as defined in this merit document.
1. Any staff member who does not qualify for merit in their annual performance review should not receive a salary increase. A professional development fund equal to the uniform percentage raise(s) that would have been allocated to the staff member will be established within the Division for staff development, with priority given to assisting staff members who have failed to qualify for a merit increment.

Procedure

When the Annual Performance Appraisal is completed, a determination will be made if the staff member qualifies for Basic Merit. If the staff member does not qualify for merit, no salary increase is given.

If the staff member has achieved the goals related to their normal job expectations, then either the staff member or direct supervisor can initiate the Super Merit process which will recognize performance above and beyond the normal job duties. The narrative part of the Super Merit Rating Form should describe, in measurable terms, the specific achievement(s) that qualify for Super Merit. This narrative should detail how the staff member achieved the desired outcomes in a manner that incorporates one or more of the Criteria listed in Appendix A. Staff members may include support documentation from co-workers and/or customers to reinforce their performance. By definition, Super Merit achievements must be accomplishments or goals that, when achieved, are in addition to the normal expectations of the position.

The seven criteria and examples of how the criteria could be demonstrated are outlined as part of this Super Merit Document in Appendix A.

- ☐ **Respect for one another**
- ☐ **Cooperation**
- ☐ **Intellectual & spiritual growth**
- ☐ **Creative imaginings**
- ☐ **Pride in a job well done**
- ☐ **Leadership**
- ☐ **Ability to relate well with the campus community**

These criteria, when viewed individually, could describe behavior that many staff members demonstrate. However, when viewed in conjunction with the narrative achievement(s) of the staff member should help to demonstrate the type of performance that qualifies for Super Merit. The first level Supervisor will complete the Super Merit Rating Form, indicating the rating of the staff member's performance. The second level Supervisor then reviews the materials and

assigns a rating. If the First and Second Level Supervisors agree, then that rating is placed in the Concurrence column. If they do not agree, the First and Second Level Supervisors will need to meet, discuss the staff member's performance and reach agreement on the rating, which is placed in the Concurrence column. Final review will be by the Senior Vice President for Finance and Administration in conjunction with the Directors who have a direct reporting relationship to him. This review is intended to assure consistency in ratings among the supervisors, and will be completed before the rating is finalized.

After the Super Merit Rating Forms are completed, the rating points for all staff members in the Finance and Administration Division will be added together and the Super Merit pool will be divided by the total of the rating points. Each staff member will then receive this amount multiplied by his/her rating points. For example, if there is \$15,000 available in the Super Merit pool, and the rating points total 40, then each rating point is worth \$375. If a staff member received 3 rating points for performing substantially above expectations, the person would receive \$375 times 3, or a total of \$1,125.

In future years, this information will be considered on a three-year rolling basis. Consideration will be given to prior year's accomplishments that were Super Meritorious (exceeding expectations), but funds were not available to provide adequate recognition. To achieve this, the rating points for each qualifying year will be added together and divided by the number of years (a 0 rating is to be used in the average). For example, in the first year; the total rating points would be divided by 1, in the second year by 2, and in each succeeding year by 3.

A staff member who wishes to appeal his/her determination of merit will utilize the appeals process in accordance with the Grievance and Hearing Procedures as outlined in the Administrative Staff Handbook.

FINANCE AND ADMINISTRATION SUPER MERIT RATING FORM

Bowling Green State University

Name _____

Rating Period _____

A narrative must be attached, describing in measurable terms, the specific achievement(s) that qualify for Super Merit. These must be accomplishments that, when achieved, are in addition to the normal expectations of the position. Other supporting documentation should also be attached.

Rating (place an x in front of the description that best describes the performance of this staff member):

<u>First Level Supervisor</u>	<u>Second Level Supervisor</u>	<u>Concurrence of First & Second Level Supervisor</u>	<u>Final Review</u>	
_____	_____	_____	_____	(0) Performs well, but not eligible for Super Merit
_____	_____	_____	_____	(1) Notable accomplishments
_____	_____	_____	_____	(3) Exceptional accomplishments
_____	_____	_____	_____	(5) Outstanding accomplishments

Comments:

First Level Supervisor Signature _____

Comments:

Second Level Supervisor Signature _____

[Final Review will be by the Senior Vice President for Finance and Administration in conjunction with the Directors who have a direct reporting relationship to him.]

Appendix A

MISSION STATEMENT

Bowling Green State University aspires to be the premier Learning Community in Ohio, and one of the best in the Nation. Through the interdependence of teaching, learning, scholarship, and service we will create an academic environment grounded in intellectual discovery and guided by rational discourse and civility.

Bowling Green State University serves the diverse and multi-cultural communities of Ohio, the United States, and the world.

Criteria

1. Respect for one another

Examples:

- ☐ acts with integrity
- ☐ is loyal and conscientious and expects the same from others
- ☐ has high expectations for self and others
- ☐ communicates with faculty, staff, and students with maturity and consideration of their beliefs and culture
- ☐ treats people with dignity
- ☐ practices active listening
- ☐ takes time to clearly understand the other person's point of view, including viewpoints that they may not agree with
- ☐ shows appreciation of staff members of diversity
- ☐ can offer dissenting opinions without denigrating the other staff member
- ☐ is committed to the good of the whole

2. Cooperation

Examples:

- ☐ utilizes participatory leadership principles and supports team approach
- ☐ contributes to the good of BGSU
- ☐ participates successfully in joint work assignments (new, continuing, or special projects/initiatives)
- ☐ participates on committees and/or cross-functional teams
- ☐ participates in outreach activities
- ☐ offers to serve on university task forces designed to problem solve a specific issue
- ☐ offers to assist others in the area or community when possible
- ☐ displays an attitude of helpfulness that others recognize
- ☐ shares information
- ☐ helps others overcome obstacles

3. Intellectual & spiritual growth

Examples:

- ☐ uses resources and knowledge to get the job done
- ☐ takes decisive action on critical issues
- ☐ continuing education and professional development is strongly encouraged, and/or obtains certifications that enhance ones understanding and profession
- ☐ develops new processes
- ☐ receipt of an award from the university, community, or professional organizations
- ☐ demonstrates support for staff to attend diversity-related seminars/programs
- ☐ involved in community service activities
- ☐ promotes a learning culture

4. Creative Imaginings

Examples:

- ☐ offers suggestions and new ideas
- ☐ provides different alternative solutions
- ☐ offers new ways of doing current things
- ☐ develops long-range plan for enhancements to processes and tasks
- ☐ develops new and better ways to get the job done
- ☐ offers new/improved services
- ☐ applies resources and energy when faced with problems

5. Pride in a job well done

Examples:

- ☐ shows initiative
- ☐ recognition of honors and/or awards given by the department or area, University, state, national, and/or international organization
- ☐ recognition of staff member's commitment and service to the University, its Vision, and its Core Values
- ☐ doesn't wait for others to go ahead with the task at hand
- ☐ shares a positive mental attitude
- ☐ recognizes accomplishments of staff and others

6. Leadership

Examples:

- ☐ creates change/challenges tradition
- ☐ sees things in a large or new perspective and helps others to see likewise
- ☐ offers to chair committees on which the staff member is asked to participate
- ☐ encourages staff to participate on committees
- ☐ encourages staff to assume responsibility for making change (improving processes) at their level
- ☐ brings out the best in others
- ☐ sets priorities and goals and accomplishes them in a collaborative manner
- ☐ demonstrates ways in which training/professional development topics are reinforced in the workplace
- ☐ assumes leadership position in a community organization/board

- ☐ shows ability to make good decisions quickly and equitably when established procedures and processes are not available for the situation
- ☐ perseveres and maintains commitment to goals even under pressure

7. Ability to relate well with the campus community

Examples:

- ☐ providing excellence in customer service and satisfaction
- ☐ handles requests in a timely manner, understanding and supplying customers with their needs
- ☐ promotes a positive work environment
- ☐ sought out by a wide variety of groups on campus to participate in their activities
- ☐ attendance at seminars/programs emphasizing diversity issues
- ☐ enthusiasm and clear direction is committed to the good of the whole

UL Administrative Staff/Faculty Administrators (ASFA) Merit Document

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V. Professional Activities

- A. Courses Taken/Degrees Earned
- B. Professional Meetings - Attended or Participated
- C. Seminars/Workshops - Attended or Participated
- D. Professional Organizations - Officer/Program Participant/Local Arrangements
- E. Advising Students/Thesis and/or Dissertation Committees
- F. Teaching (uncompensated)

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- | | |
|---|-----|
| - Consistently performs in a superior manner | 4.0 |
| - Performs substantially above expectations | 3.0 |
| - Usually performs above expectations | 2.0 |
| - Performs according to expectations (in a competent and professional manner) | 1.0 |
| - Does not perform at an acceptable, competent, professional level | 0.0 |

In applying the scale of 0 to 4, ratings of .5, 1.5, 2.5, and 3.5 will be used in addition to the whole numbers.

The Dean will inform the ASFA member in writing of her/his merit rating and ranking by June 15.

*date to be determined annually

Expectations Thresholds

Based on UL administrative performance criteria and super merit evaluation criteria, ASFA may qualify for merit by meeting or exceeding expectations. The thresholds which define "meeting expectations" and "exceeding expectations" are described below.

Meets Expectations

An ASFA who receives a merit rating of 0.5 or greater from the Dean "meets expectations." Should an ASFA receive in any given year, a merit rating of zero (0) from the Dean, he/she shall not be eligible for merit. Any ASFA who is not eligible for merit, in any given year, will not receive a salary increase.

Exceeds Expectations

An ASFA who receives a merit rating of a three (3) or greater "exceeds expectations."

Calculation of Merit Points

If the total merit allocation is three percent (3%) or less, the ASFA merit rating is based solely on UL administrative performance criteria. If the total merit allocation is greater than three percent (3%), 80% of the merit rating is based on UL administrative performance criteria and 20% is based on super merit criteria. In the latter scenario, the merit rating could be calculated by using the formula $.8x + .2y = \text{merit rating}$.

For example:

If the merit rating based on UL administrative performance criteria is three (3) and the merit rating for super merit criteria is four (4), the following calculation would apply.

$$.8(3) + .2(4) = 3.2$$

If the merit rating based on UL administrative performance criteria is four (4) and the merit rating for super merit criteria is three (3), the following calculation would apply.

$$.8(4) + .2(3) = 3.8$$

Merit point scores from the three most recent years - including the current year - will be kept on file in the Dean's Office. A three-year average will be calculated for each ASFA with at least three years of service. Averages for ASFA with fewer than three years of service will be calculated on the basis of the number of years served. ASFA who receive a zero in a given year will have that score included in their average for the appropriate range of time. The ASFA is not eligible for merit in the year in which a zero is given.

For example:

	<u>3 yr ASFA</u>	<u>2 yr ASFA</u>	<u>1 yr ASFA</u>	<u>3 yr ASFA w/0 merit</u>
1995	3.0	--	--	1.5
1996	3.5	3.0	--	0 merit
1997	<u>4.0</u>	<u>2.0</u>	<u>3.5</u>	<u>2.5</u>
Total	10.5/3	5/2	3.5/1	4/3
Average	3.5	2.5	3.5	1.3

This three-year average merit point score will be used in ranking and distributing merit funds.

Distribution of Merit Funds

If the total merit allocation for ASFA salary increments in a given year is three percent (3%) or less, all ASFA who qualify for merit by meeting or exceeding expectations will receive the same percentage increase in salary.

If the total merit allocation for ASFA salary increments in a given year is more than three percent (3%) but less than five percent (5%), it will be allocated according to the following guidelines:

1. Three percent (3%) of the total salaries of the ASFA shall be allocated as a three percent (3%) increase to all ASFA who meet expectations and thereby qualify for merit.
2. The remaining difference between the total merit allocation and the three percent (3%) of the total salaries of ASFA shall be allocated for recognition of those ASFA whose level of performance exceeds expectations as defined in this merit document.

If the total merit allocation in a given year is five percent (5%) or more, it will be allocated according to the following guidelines.

1. Sixty percent (60%) shall be allocated to be used as an equal percentage increase in salary for all ASFA who meet expectations and thereby qualify for merit.
2. Forty percent (40%) shall be allocated for recognition of those ASFA whose level of performance exceeds expectations as defined in this merit document.

Any ASFA who does not qualify for merit in their annual performance review should not receive a salary increase. A professional development fund equal to the uniform percentage raise(s) that would have been allocated to the individual(s) will be established within UL for employee development, with priority given to assisting employees who have failed to qualify for a merit increment.

Although the intent is that all ASFA be included in one merit pool, the University administration may determine otherwise.

Approved 2/26/04



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HANDBOOKS

[Administrative Staff Handbook](#)
[Classified Staff Handbook](#)
[Academic Charter](#)
[Retirees Handbook](#)
[Intermittent Classified Staff Handbook](#)

DOCUMENTS

[Performance-Based Merit System](#)
[Holiday Schedule](#)
[Staff Awards](#)
["What's New" Gift Pictures.pdf](#)
[Staff Awards Preview](#)

OTHER RESOURCES

[Health, Wellness and Insurance Committee](#)
[Administrative Staff Council](#)
[Classified Staff Council](#)
[Faculty Senate](#)

WHAT'S

[Welcome to Miscellaneous Resources!](#)
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BOWLING GREEN STATE UNIVERSITY

PERFORMANCE EVALUATION POLICY

All employees at BGSU are expected to participate in annual performance reviews. Because evaluations provide for a systematic review and evaluation of the work of each employee, they are to be conducted on an annual basis regardless of whether or not merit dollars are available.

There are three systems of evaluation in place at Bowling Green State University, one for *faculty*, one for *administrative staff* and one for *classified staff*. Additionally, the time frame for the period under review is different for each category of employee. Before starting the review process on any employee, chairs, directors, or supervisors should review the procedures to be followed in the particular employee category, faculty, administrative or classified staff.

Additional information on the policies related to Performance Evaluations can be found in the Administrative Staff Handbook, the Classified Staff Handbook and the Charter's Faculty Handbook.

09/04

In June 1997 the Board of Trustees approved resolution 57-97, **Principles and Recommendations for a Performance-Based Merit System for Administrative Staff**. This plan, which also appears in the Administrative Staff Handbook, was developed to be equitable and to reward performance that exceeded expectations. A performance evaluation document for all administrative staff was distributed and performance appraisal training was provided for all administrative staff and supervisors of administrative staff.

The Handbook of Commonly Held Policies states: "All employees at BGSU are expected to participate in annual performance reviews. Because evaluations provide for a systematic review and evaluation of the work of each employee, they are to be conducted on an annual basis regardless of whether or not merit dollars are available."

Despite all of these policies being in place, the system has not functioned for years. Many administrative staff are not evaluated annually, have no process for goal setting, mid-year review or understanding allocation of merit in years when the salary increase is greater than 3%.

In January 2006 Administrative Staff Executive Committee and Personnel Welfare Committee met with representatives from Mercer, Inc. to discuss the compensation plan. A perennial problem for administrative staff is moving through the pay grade towards the midpoint in a reasonable period of time. One of the Mercer power point slides illustrated an equitable solution to this problem based upon performance. However, this method cannot be implemented with the currently dysfunctional performance appraisal system.

In order for the performance-based merit system to work, all administrative staff and supervisors of administrative staff must be made accountable to fully participate. Human Resources alone cannot make this system work, neither can the office of the Provost. Mandate for full implementation of this system must come from the President. Administrative Staff Council is willing to partner with HR and the Provost to make the system work.

The 1997 performance appraisal form which still appears on the HR website was "cumbersome" and some areas felt it did not address the work of their offices. At this time there are functioning appraisal systems in Finance and Administration and University Libraries and possible in other areas as well, illustrating that the forms do not have to be uniform.

ADMINISTRATIVE STAFF COMPENSATION SPRING 2006

A. Performance-Based Merit System – BOT Resolution #57-97
NO LONGER FUNCTIONS

B. Mercer, Inc. Performance/Penetration Matrix
REQUIRES FUNCTIONAL PERFORMANCE-BASED MERIT
SYSTEM

C. How do we make it work?

1. mandate from the President
2. support from VPs
3. cooperation between HR, Provost, ASC
 - a) approval of process: unit-level merit criteria, goal-setting, mid-year and year-end performance reviews conducted between supervisors/employees
 - b) letters to appropriate VP, supervisor, employee when no paperwork is filed by deadline
 - c) supervisor does not meet expectations if evaluations are not completed, employee automatically receives merit increase (faculty whose PT documents are not addressed in the 7 year timeframe are automatically awarded tenure or promotion)



Bowling Green State University

26 Vice President for
Academic Affairs
230 McFall Center
Bowling Green, Ohio 43403-0020
Phone: (419) 372-2915
FAX: (419) 372-8446

August 7, 1996

MEMORANDUM

TO: Lester Barber
Bryan Benner
J. Christopher Dalton
Nancy Footer
Peter Hutchinson
John Moore
Edward Whipple

FROM: Charles R. Middleton *CRM*
Vice President

RE: Administrative Staff

I have read Joan Morgan's memo after our July 22 meeting with the Executive Committee of Administrative Staff Council with great interest. Through the rest of the Mercer process I think that we need to look at least at the following considerations.

- 1) The salary scales should be adjusted to reflect the current year's (1996-97) anticipated salary ranges. My understanding after our meeting with Chuck Schanie is that we will get these data soon.
- 2) We need to think in terms of career development opportunities as a way to address the issue of long term employees running up against range maximums. In short, we ought to be looking at how people who have been in rank a long time move along to other ranks and other opportunities at the University.
- 3) Annual evaluations of administrative staff ought not to be an option. They should be required. We need to develop a form very quickly so that we can see to it that the evaluation itself is designed to address such matters as career development, job performance, etc.

Furthermore, supervisors who are themselves administrative staff should be held accountable for conducting these evaluations. These evaluations, in my judgment, should be reviewed by the supervisors of the supervisors. They should be used as part of the annual evaluation of supervisory personnel with regard to their effectiveness in their positions.

Page 2

When supervisors are faculty members, the Deans and I will develop a process whereby faculty administrators can be held accountable for conducting these reviews.

At our next meeting on Mercer, when we have a full attendance, I propose that we discuss these issues and devise a strategy for implementing those that we all agree are important.

skg

xc President Ribeau
Joan C. Morgan, Chair, Administrative Staff Council
Deans' Council

PRINCIPLES AND RECOMMENDATIONS FOR A PERFORMANCE-BASED MERIT SYSTEM FOR ADMINISTRATIVE STAFF AT BOWLING GREEN STATE UNIVERSITY

The Administrative Staff Council believes that a number of important principles must form the foundation for an effective performance appraisal process and for the equitable distribution of salary increment awards. The Council endorses the concept of a performance-based merit system for awarding employee salary increases provided such a system is fair, equitable, and firmly grounded on these principles. By "merit", the Council means a salary increment that is allotted for performance of duties that meets or exceeds unit expectations. The following principles underlie an effective performance-based merit system:

1. An effective merit system should promote employee recruitment and retention, adequately reward conscientious performance of normal duties and responsibilities, and provide incentives that encourage distinguished, innovative and creative achievements to meet unusual challenges and opportunities when they arise.
2. A salary system should be designed to promote internal salary equity (based upon the Administrative Staff Compensation Plan) as well as external salary equity (based upon salary comparisons among individuals in similar positions from similar universities, colleges or departments). The institution should monitor and ensure that employee salaries continue to be commensurate with individual employee's skills, abilities, and experience.
3. A performance-based merit system may include a component of peer-review when appropriate. Appropriateness will be determined by and subject to review and approval of the President or area Vice President.
4. A performance-based merit system should engender the type, quantity, and quality of performance that contributes to the achievement of institutional and unit missions and goals. The reward system also needs to account for a variety of ways that an employee may support these missions and goals.
5. A performance-based merit system needs to establish a clear connection between employee performance and reward. Meritorious performance should be rewarded in tangible ways. A department or unit must clearly identify the normal expectations and performance standards that are expected of all staff. Through this process, indicators must be identified for performances that fall below standard expectations for merit as well for those types of achievements that surpass the unit's standard expectations.
6. The performance appraisal process should provide employees with constructive comments that enable them to develop professionally and make improvements in performance.
7. A performance-based merit system must avoid trivializing the system by spreading merit too thinly and thus minimizing the impact of any incentive awards given.
8. Even the best annual review systems may produce salary inequities or may fail to appropriately reward contributions or performances spread over longer periods of time. Thus, an annual merit review system needs to be supplemented by periodic five-year comprehensive reviews on a rotating schedule.
9. A performance-based merit or salary reward system should foster cooperation among staff, should reward individuals for collaborative efforts and should generate wide support and general satisfaction on the University campus.
10. Both the performance-based merit system and the performance appraisal process will be reviewed annually by ASC, which will make recommendations for modification as appropriate.

Provided these ten principles are followed, the Administrative Staff Council recommends that Bowling Green State University adopt a performance-based merit reward system. The council believes it is better to improve the existing

system than to abandon it completely. What follows are the specific recommendations for an employee performance-based merit system which is specific to administrative staff members.

Recommendations

1. Each year, the University should identify, review and address employee salaries which may be inequitable. Funds should be made available on a regular, on-going basis to correct salary inequities, make market adjustments and salary adjustments deemed appropriate following comprehensive reviews of employee performance and salary, and to support raises for promotions. These funds should not be considered part of the annual merit pool.
2. To establish a clear connection between employee performance and reward, meritorious performance should be rewarded in tangible ways. Each employee will have a performance appraisal form plan which specified performance indicators to be rewarded.
3. A performance-based merit system must be administered openly and reliably. Thus, changes in evaluation and merit pay criteria must be completed before the new contract year, i.e., before June 30 of the prior contract year. To ensure that employees can contest unfair merit assessments, timely disclosures of merit performance evaluations are necessary. Continual dialogue between the supervisor and the employee about progress towards goals is essential.

TIME DEADLINES

- a. Performance appraisal forms must be completed by May 31 of the prior contract year.
- b. Evaluations must be completed and results shared with staff member by May 31.
- c. Merit criteria must be known prior to start of next contract year.
- d. A supervisor will meet with employees between November 15 and January 15 for a dialogue on progress toward their annual goals. The supervisor will document at that time an employee's performance appraisal form which is falling below the satisfactory level. The supervisor will be expected to continue to engage in on-going dialogue with the employee to improve employee performance.
4. A supervisor's merit evaluation will include an assessment of the completion of performance evaluations and merit pay recommendations for their staff on time. Failure to do so will be deemed performance below expectations.
5. The Office of Human resources will review all annual performance evaluations and merit pay recommendations to ensure consistency and integrity. Issues concerning the process will be communicated to ASC-PWC on an annual basis.
6. The annual merit allocations should be based upon the meritorious accomplishments over the most three-year period on a rolling basis, i.e., each year new information is added to the file for the most recent year and information for the oldest year is eliminated from the file. This will help to reduce inequities that can result from differences in the merit funds available each year and from fluctuations in performance that may occur from year to year.
7. All employees will be evaluated in their annual performance reviews to determine their eligibility for merit. Merit eligibility is determined by the job performance of an employee, as assessed by the Administrative Staff Performance Appraisal Form. Performing one's job at a satisfactory level and in a competent manner is the basis for merit pay. Given that an employee will qualify for a merit increase by meeting, as well as exceeding, unit standards, it is expected that very few employees will fail to qualify for merit.
8. Any employee who does not qualify for merit in their annual performance review should not receive a salary increase. A professional development fund equal to the uniform percentage raise that would have been

allocated to the individual, should be made available to the department or academic unit for employee development, with priority given to assisting employees who have failed to qualify for a merit increment.

9. If the total merit pool for salary increments in a given year is three percent (3%) or less, all employees who qualify for merit in their annual performance reviews will receive the same percentage increase in salary.
10. If the total merit pool for salary increments in a given year is more than three percent (3%) but less than five percent (5%), it will be allocated according to the following guidelines.
 - a. Three percent (3%) of the total salaries of employees shall be allocated as a three percent (3%) increase in salary to all employee who qualify for merit based on their annual performance reviews.
 - b. The remaining difference between the total merit pool and the three percent (3%) of the total salaries of the administrative staff shall be allocated to departments and units for recognition of those employees whose level of performance exceeds department or unit expectations as defined by the merit policy of the department or unit.
11. If the total merit pool is five percent (5%) or more, it will be allocated according to the following guidelines:
 - a. Sixty percent (60%) shall be allocated to departments/units to be used as an equal percentage increase in salary to all employees who meet or exceed department/unit expectations and thereby qualify for merit in their annual performance reviews.
 - b. Forty percent (40%) shall be allocated to departments/units for recognition and reward of those employees whose level of performance exceeds department/unit expectations as defined by the merit policy of the department/unit.

Approved by Administrative Staff Council - June 5, 1997

Amended by Central Administration - June 16 1997



Bowling Green State University

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Human Resources
100 College Park Office Building
Bowling Green, Ohio 43403-0270
(419) 372-8421
Fax: (419) 372-2920

MEMORANDUM

TO: All Administrative Staff and
Faculty Who Supervise Administrative Staff

FROM: Karen Woods *Karen W.*
Systems and Records Manager

DATE: 12/15/97

RE: Administrative Staff Performance Appraisal - **FRIENDLY REMINDER**

We had a record number of Performance Appraisals/Goals turned in this year. Thank you so much for such a wonderful response. Our original survey indicated that the employees of BGSU are interested in feedback concerning their work. The return rate proves this is true. If you count yourself in this group, please move on to the Mid-Year Appraisal.

For those of you who have not yet completed this process, please do so as soon as possible. It is imperative that all employees complete a performance appraisal, including 3 - 5 goals for Fiscal Year 97/98. Complete only those areas related to the employee's job and be as specific as possible. Please refer to the *Performance Appraisal Training Manual* for instructions.

Mid-Year Appraisal

Training Manual refers to an Implementation Timeline Dec 97
As you remember from training, December is the time to conduct the Mid-Year Performance Appraisal. At this point, you should already have your goals for 97/98 on the new form. Jointly (supervisor and employee) review the past six months, documenting progress toward achieving those goals. If necessary, include any updates/revisions to the goals. Return the documents to Human Resources, attention Karen Woods by January 31, 1998. Please note that we are extending the deadline as this is the first year and we are running a little late. In the future, we would like to receive the mid-year review by December 31.

The Performance Appraisal form is now available in an electronic format. You can get a copy in one of two ways:

1. E-mail Marcia Buckenmyer at mbucken@bgnet requesting the Performance Appraisal form and she will send it to you as an attachment to her e-mail reply
- or
2. Send a formatted disk (either PC or Mac) to Marcia Buckenmyer and we will return it with the form on it.

In either case, include the name and version of the word processing program you use, e.g. Word 6.0 or Wordperfect 5.0.

For those of you who are new to BGSU or those who would like a refresher course, we are offering additional training sessions on:

Tuesday, February 10, 8:00 a.m. - Noon, Classroom, College Park Office Building
Thursday, February 19, 1:00 p.m. - 5:00 p.m., Classroom, College Park Office Building
Wednesday, March 11, 8:00 a.m. - Noon, Classroom, College Park Office Building

If you have any questions or feedback, please contact me at kwoods@bgnet.

ADMINISTRATIVE STAFF PERFORMANCE APPRAISAL PROCESS
FREQUENTLY ASKED QUESTIONS

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Q: How often should performance discussions occur?

A: Discussions should occur whenever positive contributions are made or when issues or concerns arise.

Q: What is the purpose of the new performance appraisal form?

A: The purpose of the form is to:

- Document the results of the performance appraisal discussion between you and your supervisor
- Document goals you have established

Q: How often should the form be completed?

A: At least twice a year:

1. At the end of the academic year, you and your supervisor will discuss and evaluate your performance during the year and document that discussion. This discussion is intended to focus on your strengths and accomplishments as well as on improvement or developmental areas. At the same time, together you will establish 3-5 goals for the coming year and document these using the form.
2. Midyear, you and your supervisor will discuss your performance to date and your progress on the goals you established. Again, both strengths/accomplishments and improvement/developmental areas will be noted.

Q: Besides my supervisor and myself, who else will see the form?

A: After you and your supervisor have discussed your performance and goals, the form will be forwarded to the second level supervisor for review and comments. The form will then be sent to Human Resources for inclusion in your personnel file.

Q: Why should my supervisor and I review my job description?

A: To ensure that the expectations of the job are clearly understood and to modify the job description if needed.

Q: How often should we review the job description?

A: At least annually when new goals and priorities are established and whenever expectations of the job change.

Q: Why must I use the new performance appraisal form?

A: In a survey sent to all administrative staff, people requested a process that was consistent across campus. The new performance appraisal form helps bring consistency to the process.

Q: Is there an electronic form I can use instead of paper?

A: Yes. Send an e-mail to mbucken@bgnet.bgsu.edu and request file `performa.doc`. Please inform Marcia if you will need it in IBM or Mac format, word application and version.

Q: Where can I find examples to follow when completing the form?

A: Refer to the Performance Appraisal Handbook you received as part of training for a description of the goal-setting process and some examples of goals, success measures, and action plans.

Refer to the attachment you received with your training certificate entitled "MASTER GUIDE TO SUGGESTED BEHAVIOR FOR WHICH FEEDBACK CAN BE PROVIDED"; this guide can also provide suggestions for goal-setting.

You can also request the following by sending an e-mail to mbucken@bgnet.bgsu.edu:

1. pa-fdbck.doc Provides guidelines on preparing for the performance discussions, guidelines for the employee, and guidelines for the supervisor.
2. pa-examp.doc Provides additional examples of completed appraisal forms to use as models.

Q: Will my consideration for a merit increase be in jeopardy if I don't complete these forms?

A: Yes it could. Consideration for merit is based on performance and the forms provide the documentation for the performance appraisal discussions. Failure to complete the forms could impact the timeliness of you or your supervisor receiving merit.

Q: If the forms are completed, will I automatically receive a merit bonus?

A: No. The forms only document that the discussions on performance have occurred. Criteria for merit consideration will include many factors and these should be part of the discussions between you and your supervisor.

Q: Which is more important -- achieving my goals or fulfilling the responsibilities outlined in my job description?

A: Both are important. The job description outlines the expectations and responsibilities of your position on an on-going basis. Goals reflect focus areas for a specific period of time -- for example, acquiring new skills, leading a specific project, improving major work processes, or developing new partnerships.

Q: When are the forms due?

A: Typically, the mid-year performance appraisal process should be completed by 12/31. This includes conducting the performance discussion between you and your supervisor, submitting the form to the second-level supervisor for review, and sending the form to Human Resources. **However, since this is the first year using the new form, the date has been extended to 1/31/98.**

The end of the year performance discussions and goal-setting should be completed by 6/1. **However, if you have not established agreed-upon goals with your supervisor for the current year, you should do that as part of your mid-year review.**

Q: Will the performance appraisal process be reviewed?

A: Yes. You will be asked to provide input, both on how the process worked and if and how the form can be improved.

Q: Who can I contact if I have additional questions?

A: Send an e-mail to kwoods@bgnet.bgsu.edu with your specific questions.

IMPLEMENTATION TIMELINE

April - May, 1997	Training for all administrative staff and supervisors Focus on goal setting
May - June, 1997	Discussions with administrative staff and supervisors: —Review of job description —Review of performance for 1996-97 —Setting of goals for 1997-98
June, 1997	Review of forms by second-level supervisor
July 1, 1997	Forms due to HR
Early Fall, 1997	Training for all administrative staff and supervisors Focus on giving and receiving feedback
September, 1997	<i>Feedback discussions with administrative staff and supervisors</i>
December, 1997	Mid-year performance review with administrative staff and supervisors Review of forms by second-level supervisor
March, 1998	<i>Feedback discussions with administrative staff and supervisors</i>
May, 1998	Discussions with administrative staff and supervisors: —Review of job descriptions —Performance review for 1997-98 —Goal-setting for 1998-99 Review of forms by second-level supervisor
June, 1998	Forms due to HR

Key: **Dates in bold are mandatory**
Dates in italics are recommended

Post-it [®] Fax Note	7671	Date	12/18/97	# of pages	1
To	Duane Whitmire	From	Beverly Stearns		
Co./Dept.	Computer Svcs.	Co.	Library		
Phone #		Phone #	2-7891		
Fax #	2-7723	Fax #	2-7996		

OBJECTIVES OF THE PERFORMANCE APPRAISAL PROCESS

Provide a tool and recommend a process to:

- Clearly define job expectations
- Improve communication between employee and supervisor
- Align employee goals with the overall goals of the University, college, and department
- Link performance with rewards such as compensation increases, promotions, recognition, assignments, professional development opportunities, and career advances
- Be consistent across University departments and areas
- Identify employee training and professional development needs
- Establish clear-cut intervention strategies when performance does not meet identified job requirements

PROCESS FOR SETTING GOALS:

1. Identify areas for goal setting. These might include:
 - Personal development
 - Process improvements
 - Teambuilding
 - Activities/projects to help department/university achieve its goals
 - Activities/projects that focus on providing better service
2. Write a goal statement, focusing on observable, measurable performance (e.g. "deliver, develop, produce, increase, or improve"). Include a time frame for completion.
3. Determine measures of success. Determine how you will know if the goal has been achieved.
4. Develop a specific action plan to include what needs to be done, who is responsible, and when each step will be completed.
5. Identify resources needed to accomplish the goal and how they will be obtained.

CHARACTERISTICS OF GOOD GOALS:

S = Specific

M = Measurable

A = Attainable

R = Relevant

T = Timely

EXAMPLES OF EFFECTIVE GOALS

1. **Goal:** Improve one job-related skill prior to May, (insert year).
 - **Success Measures:**
 - Effective use of new skill on the job
 - Positive feedback from colleagues
 - Positive self-assessment
 - **Action Plan:**

- Identify a job-related skill that needs improving (by insert date)
- Identify ways to improve that skill (e.g. training class, seminar, reading)(by insert date)
- Develop the skill (by insert date)
- Begin to apply the skill (by insert date)
- Assess the use of the skill and solicit feedback from others (begin on insert date)

2. Goal: Assess the level of customer satisfaction in your area and develop an improvement plan by December, (insert date).

- **Success Measures:**

- A representative sample of customers was selected
- Effective methods were used to gather feedback
- The improvement plan is implementable and realistic
- Appropriate university resources were used

- **Action Plan:**

- Develop criteria to measure the level of customer satisfaction (by insert date)
- Develop a tool to use as a survey (by insert date)
- Select a sample of customers to survey (by insert date)
- Distribute the survey (by insert date)
- Analyze the survey results to determine areas of strength and improvements; prioritize improvement areas (by insert date)
- Develop a plan to address the improvement areas (by insert date)
- Discuss plan with supervisor; modify as appropriate; implement (by insert date)

3. Goal: Complete XYZ project by (insert date)

- **Success Measures:**

- Project completed on time and within budget
- Appropriate resources were utilized
- Project objectives were met

Action Plan:

- Define the project scope (by insert date)
- Get approval on resources needed (by insert date)
- Identify significant milestones (by insert date)
- Provide updates to supervisor (by insert date)
- Complete project (by insert date)

4. Goal: For the _____ academic year, increase by 10% the number of students successfully placed in intern positions, as compared with the _____ academic year.

- **Success Measures:**

- Use of reliable data collection method
- Positive student feedback
- Positive employer feedback
- Positive feedback from academic departments
- Intern placements increased by at least 10%

- **Action Plan:**

- Summarize data on intern placements for (insert date) (by insert date)
- Develop and make presentations to student professional groups (Employee On-going)
- Develop partnerships with academic advisors so they will refer students (Employee On-going)
- Develop partnerships with potential employers to increase the number of intern opportunities (Employee On-going)
- Provide follow-up services to students/employers during the internship; solicit feedback (Employee On-going)
- Summarize data on intern placements for (insert date) (by insert date)
- Identify strengths and improvement areas for (insert date) (by insert date)

ADMINISTRATIVE STAFF

BGSU Performance Appraisal

The University has established the following guidelines to assist you with assessing performance, which is a continuous process occurring throughout the year. The purpose of performance appraisal is to help facilitate the growth and development of individuals; and, in so doing, provide for the growth and development of the organization. A performance appraisal process for Administrative Staff should

- clearly define job expectations
- improve communication between employee and supervisor
- align employee goals with the overall goals of the University, college or department
- link performance with rewards such as compensation increases, promotions, recognition, assignments, professional development opportunities and career advances
- be consistent across University departments and areas
- identify employee training and professional development needs
- establish clear-cut intervention strategies when performance does not meet identified job requirements

Mandatory training in the performance appraisal process will be provided by the Office of Human Resources for all Administrative staff and their supervisors (including Faculty who supervise Administrative staff).

PERFORMANCE APPRAISAL PROCESS

Mandatory training will be provided by the Office of Human Resources to all administrative staff and supervisors of administrative staff. New hires will also go through a training session as part of their orientation to the University.

GETTING STARTED 1ST YEAR. After conducting the performance appraisal for the current year, supervisor and employee jointly establish goals and objectives for the coming year.

1. The supervisor observes and documents employee's performance regularly sharing feedback throughout the year.	2. Employee reviews job analysis, making appropriate changes, and completes Performance Appraisal Form "PAF" for the previous year; using goals and objectives for year.	3. Supervisor reviews employee's job analysis, completes "PAF" for the previous year, plans goals and objectives for the coming year.	4. Supervisor and employee discuss the previous year's performance, current job analysis, and finalize goals and objectives for the coming year.	5. Supervisor sends completed "PAF" and current job analysis to Human Resources. Copies of all documents are given to the employee.
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AT END OF NEXT YEAR

The Performance Appraisal Process cycle continues with Step #1

BOWLING GREEN STATE UNIVERSITY

ADMINISTRATIVE STAFF PERFORMANCE APPRAISAL FORM

Employee:	Title:	Evaluation Period:
	Form Completed By:	Date Form Completed:

	GENERAL INSTRUCTIONS The purpose of this appraisal is to evaluate employee performance
Step 1 -	Identify preliminary goals for discussion. Prior to meeting, employee and supervisor each should identify major goals, initiatives, and accomplishments and be prepared to discuss these.
Step 2 -	Complete the employee information block at the top of this page.
Step 3 -	Record your performance observations as well as performance information. Comments should be job-related, specific, accurate, and concrete. Consideration should be given to employee's major strengths and areas for improvement.
Step 4 -	Conduct performance appraisal interview. Give consideration to changes that may be needed in the employee's job analysis. Remember: goals and objectives define success in the job and must be flexible in response to changes throughout the year, but any changes should be made with the full participation of both employee and supervisor. Keep the goals SMART -- Specific, Measurable, Attainable, Relevant and Timely. Clearly state how the goals will be measured. Focus on measurable performance such as "deliver, develop, produce, increase, or improve." Goals must also have a time frame.
Step 5 -	Provide additional relevant comments, sign, and date completed form. Consider types of training or additional skills that would be desirable in order to fulfill the duties of this position; internal and external professional activities performed in the community; mentoring of students; BGSU committee work; personal goals, etc.
Step 6 -	Allow employee an opportunity to provide comments and have employee sign and date form. Comments here might include how supervisor could better aid employee in effectively performing job duties, what the employee needs in terms of feedback and timely communication with supervisor, concerns about safety, confidentiality, objectivity, etc.
Step 7 -	Return original completed form and current job analysis to Human Resources and provide employee with a copy of the completed form.

General

<u>Area 1 - Commitment to BGSU Mission, Goals, Policies & Regulations:</u> Promotes and works toward achievement of university-related goals within the framework of university policies and procedures (e.g., maintains regular and reliable attendance, enforces and complies with safety and health policies/procedures; promotes equity and diversity in the work place).	<u>Observations:</u>
<u>Goals for next rating period</u>	

<u>Area 2 - Core Professional/Technical Knowledge & Skills:</u> Understands and applies job-related knowledge and skills, policies and procedures, and technical expertise to fulfill responsibilities of the position (e.g., comprehends and applies concepts, policies and procedures and technical skills; adapts to changes in job, methods, or surroundings; originates or improves work methods).	<u>Observations:</u>
<u>Goals for next rating period</u>	

<p><u>Area 3 - Professional Development:</u> Maintains and updates professional knowledge and skills necessary for success in current position (e.g., participates in individual/staff training and development activities provided by unit, division, or university; attends off-campus development and educational activities contingent upon support in terms of financial resources and release time by supervisor).</p>	<p><u>Observations:</u></p>
<p><u>Goals for next rating period</u></p>	

<p><u>Area 4 - Written & Oral Communication Skills:</u> Communicates effectively with supervisor, coworkers, and others (e.g., shares information, communicates job-related information, prepares written documentation and administrative procedures, facilitates and participates in meetings, prepares and delivers oral presentations).</p>	<p><u>Observations:</u></p>
<p><u>Goals for next rating period</u></p>	

<p>Area 5 - Resource Use & Management: Uses appropriate resources to increase effectiveness of unit/area and BGSU (e.g., monitors financial status of unit/area, schedules employees, prepares and interprets statistics, develops and manages budget).</p>	<p><u>Observations:</u></p>
<p><u>Goals for next rating period</u></p>	

<p>Area 6 - Service & Quality Orientation: Provides effective customer service and sets and monitors quality standards for service delivery by self and unit/area (e.g., delivers quality services in friendly and professional manner, ensures that work products such as completed forms, records, and answers to questions have no errors; modifies old and develops new programs to improve customer service or program quality).</p>	<p><u>Observations:</u></p>
<p><u>Goals for next rating period</u></p>	

<p><u>Area 7 - Interpersonal Relations at Work:</u> Develops and maintains effective working relationships with supervisors, staff coworkers, and others (e.g., deals effectively with interpersonal problems at work, consults with colleagues, demonstrates loyalty, collaborates with colleagues and is able to maintain professional confidentiality).</p>	<p><u>Observations:</u></p>
<p><u>Goals for next rating period</u></p>	

<p><u>Area 8 - Internal/External Relations & Service:</u> Presents a positive impression of self and university while participating in university and non-university service activities (e.g., delivers presentations and lectures to the community, networks with off-campus community leaders, participates on university and non-university committees).</p>	<p><u>Observations:</u></p>
<p><u>Goals for next rating period</u></p>	

Supervisory/Management

<u>Area 9 - Human Resources Development:</u> Hires, trains, instructs and evaluates staff members (e.g., aids in selection of staff members; provides release time and financial support for development; develops and monitors performance expectations for staff members; provides continuous feedback, conducts effective performance reviews).	<u>Observations:</u>
<u>Goals for next rating period</u>	

<u>Area 10 - Program Monitoring, Coordination & Management:</u> Monitors, coordinates, and directs program activities to ensure adherence to policies and procedures given available resources, and to meet short and long-term goals (e.g., ensures quality improvement in programs, reviews customers' progress and attainment of goals, collaborates with appropriate others for program modification and development).	<u>Observations:</u>
<u>Goals for next rating period</u>	

<p><u>Area 11 - Supervision/Team Building:</u> Provides direction and support to individuals and teams to improve their work effectiveness (e.g., assigns tasks and responsibilities to staff/teams; ensures and monitors adequacy of resources necessary for staff/teams to accomplish their jobs; develops an atmosphere of teamwork and cooperation).</p>	<p><u>Observations:</u></p>
<p><u>Goals for next rating period</u></p>	

<p><u>Area 12 - Leadership & Vision:</u> Develops and implements new programs and policies in area/unit to enhance work effectiveness, customer service, and staff morale and motivation (e.g., proposes or champions new initiatives or directions to improve area/unit and university; generates employee support, enthusiasm, and trust; effectively represents area/unit on campus and in the community).</p>	<p><u>Observations:</u></p>
<p><u>Goals for next rating period</u></p>	

Performance Appraisal Summary

Supervisor Summary:

Supervisor Signature:

Additional comments by employee:

Employee Signature:

Signature indicates review of evaluation has taken place, not agreement or disagreement with contents.

Second Level Supervisor's Signature:

Agenda for ASC Exec Team
March 14, 2005
307 Bowen-Thompson Student Union
11:45 AM

1. March 2 Meeting Review – Please send any minutes corrections to Kim

2. BOT – March 3

3. Compensation Presentation – PWC Plans

Emergency Executive Meeting – March 10

Meeting with President's Panel scheduled for Wednesday, April 12, 9 – 10 AM

4. Handbook Project Report – HR/ASC

Handbook Committee Working Plans

5. Election Process

6. Additional Funding Request forwarded to Executive VP - March 9

Finance Committee Meeting (Planning for 06-07) – March 29, Noon – 315 Ad.

7. Suggested HR Topics for March 20

8. Suggested President's Panel Topics due March 24 – April 6 – ASC may be absent

9. Reward Policy Working Group – Still seeking interested parties

10. Spring Reception Planning

Wednesday, April 5, 2006: 2 – 4 PM, Olscamp 101

Food Budget 50%

Listproc mailing sent 3-9, another planned

¼ invites to be mailed this week (Campus Mail) to contract staff

PPT produced

Other



Bowling Green State University

Provost and Vice President
for Academic Affairs
230 McFall Center
Bowling Green, Ohio 43403-0020
Phone: (419) 372-2315
FAX: (419) 372-3446

51

June 26, 1997

MEMORANDUM

TO: Performance Appraisal Attendees

FROM: Charles R. Middleton
Provost and Vice President *CRM*

RE: Performance Appraisal Training

Thank you for attending the Performance Appraisal Training. This training is another step toward our objectives to:

- Clearly define job expectations
- Improve communication between employee and supervisor
- Align employee goals with the overall goals of the University, College and Department
- Link performance with rewards such as compensation increases, promotions, recognition, assignments, professional development opportunities, and career advances
- Be consistent across University departments and areas
- Identify employee training and professional development needs
- Establish clear-cut intervention strategies when performance does not meet identified job requirements

We listened to your input and compiled a "Guide to Suggested Behavior For Which Feedback Can Be Provided." This guide is a collection of suggestions from all the training sessions to assist you with future performance evaluations.

Please accept this Certificate of Completion as a token of appreciation and your completion of the Performance Appraisal Training.

enclosures



Bowling Green State University

52
Office of Human Resources
100 College Park Office Building
Bowling Green, Ohio 43403-0370
(419) 372-8421
Fax: (419) 372-2920

TO: All Administrative Staff and Supervisors of Administrative Staff

FROM: Deborah Boyce, Chair, Administrative Staff Council
Rebecca Ferguson, Assistant Provost

DATE: December 17, 1998

RE: Mid-Year Performance Evaluation Process

In June of 1997 the Board of Trustees adopted the **Principles and Recommendations for a Performance-Based Merit System for Administrative Staff at Bowling Green State University**. In June of 1998 the Board of Trustees adopted a salary resolution which included the fact that salary increases for faculty and administrative staff will be determined by 100% merit-based system. This system aligns merit allocations with contributions towards achievement of University goals.

This year, as you complete your mid-year performance review, it is imperative that you have a clear understanding of what your goals are for the year and how your performance will be reviewed in relationship with these goals. Supervisors in each department or unit must work with employees to clearly identify the performance standards expected for staff to receive merit. Collaborative departmental or unit-level discussions should take place between supervisors and employees to determine what constitutes meritorious performance, i.e. performance that meets agreed upon expectations (meritorious), exceeds agreed upon expectations, or does not meet agreed upon expectations (non-meritorious).

There has been an increase in the overall number of administrative staff evaluations completed this year. We did receive, however, many comments that the performance evaluation form is cumbersome to use. In response to those concerns, we are suspending the requirement that the performance evaluation form be used this year. You and your supervisor may utilize the existing form or the enhanced narrative format (see point #5 in the attachment) as long as there is a clear understanding by you and your supervisor of the criteria on which your performance will be measured and on which merit will be awarded. (See the attached revised Performance Evaluation Process, which was passed by the Administrative Staff Council on December 3, 1998 and modified by the Administrative Compensation Working Group on December 14, 1998)

If you have not already established merit criteria by department and/or unit, this should be done as soon as possible. **Unit level merit criteria must be established, mid-year performance reviews should be conducted between employees and supervisors and documentation must be submitted to the Office of Human Resources no later than January 30, 1999.** If you have any questions, please contact Rebecca Ferguson at 372- 2259 or fergushb@bgsu.net.

Revised Performance Evaluation Process for 1998-99

Passed by Administrative Staff Council on 12/3/98 (as amended)

Modified by the Administrative Compensation Working Group on 12/14/98

1. Supervisors and employees should come together at mid-year to:
 - a. assess job performance to date (primary and occasional duties);
 - b. discuss progress to date toward meeting agreed upon goals for the year;
 - c. assess and adjust goals at mid-year, if necessary; and
 - d. outline criteria that will be used to determine merit, informed by unit-level discussions of what constitutes meritorious performance (at least for the 1998-99 academic year). (The merit document passed in June of 1997 indicates merit criteria should be in place prior to the beginning of the performance evaluation cycle. However, since most units do not have merit criteria in place for 1998-99, expectations with respect to how meritorious performance will be determined at year-end need to be discussed. We would hope that such unit-level criteria for at least the 1998-99 academic year would be established by January 30, 1999 at the latest. A memo directing administrative units to develop merit guidelines in a collaborative process among all unit staff will be forthcoming.)
2. Following this mid-year review, a brief narrative outlining the employee's progress toward goals, noting adjusted goals (if necessary), and indicating that satisfactory performance is being made, should be signed by both supervisor and employee and forwarded to Human Resources.
3. (From the current Administrative Staff Handbook, page 26, item 4 c) If at any time during the contract period the supervisor notes a problem in the administrative staff member's performance, a meeting should be held to discuss the problem and corrective actions. In extraordinary cases, when the supervisor determines after the initial meeting the performance is still inadequate, then the supervisor shall provide a written statement to the administrative staff member again outlining the problem and corrective actions. This statement shall be signed by the supervisor and the administrative staff member, and the second-level supervisor if performance is deemed to be unsatisfactory. A copy should be distributed to Human Resources. Progress toward improving performance shall be part of the regular annual (year-end) evaluation. These procedures are to be followed before non-renewal of contract based on performance.
4. The year-end review will take place as scheduled and should determine whether the employee's performance was satisfactory in meeting agreed upon expectations (meritorious), exceeded agreed upon expectations, or unsatisfactory in meeting agreed upon expectations (non-meritorious). Units will have the option of either using the existing performance evaluation form or an enhanced narrative format to complete the year-end review.
5. The enhanced narrative should include an assessment of the employee's job performance (primary and occasional duties) and a summary of the employee's progress toward goals. After the supervisor has signed the evaluation, the employee should have the opportunity

to add additional comments. An employee's signature indicates a review of the evaluation has taken place, not agreement or disagreement with its contents. After the second level supervisor has signed the narrative and a copy is provided to the employee, the original narrative should be sent to Human Resources.

6. An institutional commitment to the performance evaluation process is critical and Human Resources is charged with ensuring the process takes place and deadlines are met as outlined.
7. In early 1999, an ad hoc committee should be formed by ASC Exec (which will include, but not be limited to, representatives from the original Performance Evaluation Committee, Human Resources, and PWC) to gather data with respect to the effectiveness of the performance evaluation process in an effort to: (1) ascertain what elements in the current process have been effective and (2) recommend alterations to further improve the performance evaluation process.
8. If the work of this committee is not completed prior to the start of the 1999-2000 academic year cycle, it is proposed that the revised performance evaluation process continue in effect for the 1999-2000 academic year. The only change to the process outlined above would be that merit criteria should be agreed upon when goals are set for the 1999-2000 academic year and not at the mid-year review.

FINANCE AND ADMINISTRATION MERIT DOCUMENT

The Finance and Administration Division has adopted this document as a basis for determining meritorious performance for Administrative Staff, as prescribed by the Bowling Green State University Board of Trustees and the university administration. This document explains the determination of Basic Merit, Super Merit, and how merit pool funds will be distributed.

Determination of Merit

Basic Merit: Based on the Annual Performance Appraisal. This Performance Appraisal will determine if the employee qualifies for basic merit. If the staff member qualifies for basic merit, they will receive a salary increase of the amount that is in the merit pool (3% or less). All staff members who qualify for basic merit will receive the same percentage increase in salary.

If it is determined that the staff member does not qualify for basic merit, no salary increase is given and the staff member will not be eligible for Super Merit consideration.

Super Merit: That portion of the salary increase that is greater than 3% for *[Exceeds Expectations]* performance that exceeds expectations. This document explains the criteria for determining who is eligible for the Super Merit salary consideration, how to apply, and how it will be distributed.

Objectives of the Merit Program

- ☐ To recognize individual distinguished, innovative, and creative achievement.
- ☐ To foster the type, quantity, and quality of performance that contributes to the achievements of institutional and unit mission, priorities, goals, and values.
- ☐ To foster collaborative efforts and cooperation among the staff and the campus community.
- ☐ To promote employee recruitment and retention.

Distribution of Merit Funds

1. If the total merit pool for salary increments in a given year is three percent (3%) or less, all staff members who qualify for merit in their annual performance reviews will receive the same percentage increase in salary.
2. If the total merit pool for salary increments in a given year is more than three percent (3%) but less than five percent (5%), it will be allocated according to the following guidelines:
 - a. Three percent (3%) of the total salaries of staff members shall be allocated as a three-percent (3%) increase in salary to all staff members who qualify for merit based on their annual performance reviews.
 - b. The remaining difference between the total merit pool and the three percent (3%) of the total salaries shall be allocated for recognition of those staff members whose level of performance exceeds expectations (Super Merit) as defined in this merit document.

1. If the total merit pool in a given year is five percent (5%) or more, it will be allocated according to the following guidelines:
 - a. Sixty percent (60%) shall be allocated as an equal percentage increase in salary for all staff members who meet expectations and thereby qualify for merit in their annual performance reviews.
 - b. Forty percent (40%) shall be allocated for recognition and reward of those Staff members whose level of performance exceeds expectations (Super Merit) as defined in this merit document.
1. Any staff member who does not qualify for merit in their annual performance review should not receive a salary increase. A professional development fund equal to the uniform percentage raise(s) that would have been allocated to the staff member will be established within the Division for staff development, with priority given to assisting staff members who have failed to qualify for a merit increment.

Procedure

When the Annual Performance Appraisal is completed, a determination will be made if the staff member qualifies for Basic Merit. If the staff member does not qualify for merit, no salary increase is given.

If the staff member has achieved the goals related to their normal job expectations, then either the staff member or direct supervisor can initiate the Super Merit process which will recognize performance above and beyond the normal job duties. The narrative part of the Super Merit Rating Form should describe, in measurable terms, the specific achievement(s) that qualify for Super Merit. This narrative should detail how the staff member achieved the desired outcomes in a manner that incorporates one or more of the Criteria listed in Appendix A. Staff members may include support documentation from co-workers and/or customers to reinforce their performance. By definition, Super Merit achievements must be accomplishments or goals that, when achieved, are in addition to the normal expectations of the position.

The seven criteria and examples of how the criteria could be demonstrated are outlined as part of this Super Merit Document in Appendix A.

- ☐ **Respect for one another**
- ☐ **Cooperation**
- ☐ **Intellectual & spiritual growth**
- ☐ **Creative imaginings**
- ☐ **Pride in a job well done**
- ☐ **Leadership**
- ☐ **Ability to relate well with the campus community**

These criteria, when viewed individually, could describe behavior that many staff members demonstrate. However, when viewed in conjunction with the narrative achievement(s) of the staff member should help to demonstrate the type of performance that qualifies for Super Merit. The first level Supervisor will complete the Super Merit Rating Form, indicating the rating of the staff member's performance. The second level Supervisor then reviews the materials and

assigns a rating. If the First and Second Level Supervisors agree, then that rating is placed in the Concurrence column. If they do not agree, the First and Second Level Supervisors will need to meet, discuss the staff member's performance and reach agreement on the rating, which is placed in the Concurrence column. Final review will be by the Senior Vice President for Finance and Administration in conjunction with the Directors who have a direct reporting relationship to him. This review is intended to assure consistency in ratings among the supervisors, and will be completed before the rating is finalized.

After the Super Merit Rating Forms are completed, the rating points for all staff members in the Finance and Administration Division will be added together and the Super Merit pool will be divided by the total of the rating points. Each staff member will then receive this amount multiplied by his/her rating points. For example, if there is \$15,000 available in the Super Merit pool, and the rating points total 40, then each rating point is worth \$375. If a staff member received 3 rating points for performing substantially above expectations, the person would receive \$375 times 3, or a total of \$1,125.

In future years, this information will be considered on a three-year rolling basis. Consideration will be given to prior year's accomplishments that were Super Meritorious (exceeding expectations), but funds were not available to provide adequate recognition. To achieve this, the rating points for each qualifying year will be added together and divided by the number of years (a 0 rating is to be used in the average). For example, in the first year, the total rating points would be divided by 1, in the second year by 2, and in each succeeding year by 3.

A staff member who wishes to appeal his/her determination of merit will utilize the appeals process in accordance with the Grievance and Hearing Procedures as outlined in the Administrative Staff Handbook.

**FINANCE AND ADMINISTRATION
SUPER MERIT RATING FORM**

Bowling Green State University

Name _____

Rating Period _____

A narrative must be attached, describing in measurable terms, the specific achievement(s) that qualify for Super Merit. These must be accomplishments that, when achieved, are in addition to the normal expectations of the position. Other supporting documentation should also be attached.

Rating (place an x in front of the description that best describes the performance of this staff member):

<u>First Level Supervisor</u>	<u>Second Level Supervisor</u>	<u>Concurrence of First & Second Level Supervisor</u>	<u>Final Review</u>	
_____	_____	_____	_____	(0) Performs well, but not eligible for Super Merit
_____	_____	_____	_____	(1) Notable accomplishments
_____	_____	_____	_____	(3) Exceptional accomplishments
_____	_____	_____	_____	(5) Outstanding accomplishments

Comments:

First Level Supervisor Signature _____

Comments:

Second Level Supervisor Signature _____

[Final Review will be by the Senior Vice President for Finance and Administration in conjunction with the Directors who have a direct reporting relationship to him.]

Appendix A

MISSION STATEMENT

Bowling Green State University aspires to be the premier Learning Community in Ohio, and one of the best in the Nation. Through the interdependence of teaching, learning, scholarship, and service we will create an academic environment grounded in intellectual discovery and guided by rational discourse and civility.

Bowling Green State University serves the diverse and multi-cultural communities of Ohio, the United States, and the world.

Criteria

1. Respect for one another

Examples:

- ☐ acts with integrity
- ☐ is loyal and conscientious and expects the same from others
- ☐ has high expectations for self and others
- ☐ communicates with faculty, staff, and students with maturity and consideration of their beliefs and culture
- ☐ treats people with dignity
- ☐ practices active listening
- ☐ takes time to clearly understand the other person's point of view, including viewpoints that they may not agree with
- ☐ shows appreciation of staff members of diversity
- ☐ can offer dissenting opinions without denigrating the other staff member
- ☐ is committed to the good of the whole

2. Cooperation

Examples:

- ☐ utilizes participatory leadership principles and supports team approach
- ☐ contributes to the good of BGSU
- ☐ participates successfully in joint work assignments (new, continuing, or special projects/initiatives)
- ☐ participates on committees and/or cross-functional teams
- ☐ participates in outreach activities
- ☐ offers to serve on university task forces designed to problem solve a specific issue
- ☐ offers to assist others in the area or community when possible
- ☐ displays an attitude of helpfulness that others recognize
- ☐ shares information
- ☐ helps others overcome obstacles

3. Intellectual & spiritual growth

Examples: _

- ☐ uses resources and knowledge to get the job done
- ☐ takes decisive action on critical issues
- ☐ continuing education and professional development is strongly encouraged, and/or obtains certifications that enhance ones understanding and profession
- ☐ develops new processes
- ☐ receipt of an award from the university, community, or professional organizations
- ☐ demonstrates support for staff to attend diversity-related seminars/programs
- ☐ involved in community service activities
- ☐ promotes a learning culture

4. Creative Imaginings

Examples:

- ☐ offers suggestions and new ideas
- ☐ provides different alternative solutions
- ☐ offers new ways of doing current things
- ☐ develops long-range plan for enhancements to processes and tasks
- ☐ develops new and better ways to get the job done
- ☐ offers new/improved services
- ☐ applies resources and energy when faced with problems

5. Pride in a job well done

Examples:

- ☐ shows initiative
- ☐ recognition of honors and/or awards given by the department or area, University, state, national, and/or international organization
- ☐ recognition of staff member's commitment and service to the University, its Vision, and its Core Values
- ☐ doesn't wait for others to go ahead with the task at hand
- ☐ shares a positive mental attitude
- ☐ recognizes accomplishments of staff and others

6. Leadership

Examples:

- ☐ creates change/challenges tradition
- ☐ sees things in a large or new perspective and helps others to see likewise
- ☐ offers to chair committees on which the staff member is asked to participate
- ☐ encourages staff to participate on committees
- ☐ encourages staff to assume responsibility for making change (improving processes) at their level
- ☐ brings out the best in others
- ☐ sets priorities and goals and accomplishes them in a collaborative manner
- ☐ demonstrates ways in which training/professional development topics are reinforced in the workplace
- ☐ assumes leadership position in a community organization/board

- ☐ shows ability to make good decisions quickly and equitably when established procedures and processes are not available for the situation
- ☐ perseveres and maintains commitment to goals even under pressure

7. Ability to relate well with the campus community

Examples:

- ☐ providing excellence in customer service and satisfaction
- ☐ handles requests in a timely manner, understanding and supplying customers with their needs
- ☐ promotes a positive work environment
- ☐ sought out by a wide variety of groups on campus to participate in their activities
- ☐ attendance at seminars/programs emphasizing diversity issues
- ☐ enthusiasm and clear direction is committed to the good of the whole

Principles and Recommendations for a Performance-Based Merit System for Administrative Staff

No. 57-97 Mr. Latta moved and Mr. Marsh seconded that approval be given to the following Principles and Recommendations for a Performance-Based Merit System for Administrative Staff. The motion was approved with no negative votes.

PRINCIPLES AND RECOMMENDATIONS FOR A PERFORMANCE-BASED
MERIT SYSTEM FOR ADMINISTRATIVE STAFF AT BOWLING GREEN
STATE UNIVERSITY

The Administrative Staff Council believes that a number of important principles must form the foundation for an effective performance appraisal process and for the equitable distribution of salary increment awards. The Council endorses the concept of a performance-based merit system for awarding employee salary increases provided such a system is fair, equitable, and firmly grounded on these principles. By "merit", the Council means a salary increment that is allotted for performance of duties that meets or exceeds unit expectations. The following principles underlie an effective performance-based merit system:

1. An effective merit system should promote employee recruitment and retention, adequately reward conscientious performance of normal duties and responsibilities, and provide incentives that encourage distinguished, innovative and creative achievements to meet unusual challenges and opportunities when they arise.
2. A salary system should be designed to promote internal salary equity (based upon the Administrative Staff Compensation Plan) as well as external salary equity (based upon salary comparisons among individuals in similar positions from similar universities, colleges or departments). The institution should monitor and ensure that employee salaries continue to be commensurate with individual employee's skills, abilities, and experience.
3. A performance-based merit system may include a component of peer-review when appropriate. Appropriateness will be determined jointly by the supervisor and staff member, subject to the review and approval of the president or area vice president.
4. A performance-based merit system should engender the type, quantity, and quality of performance that contributes to the achievement of institutional and unit missions and goals. The reward system also needs to account for a variety of ways that an employee may support these missions and goals.
5. A performance-based merit system needs to establish a clear connection between employee performance and reward. Meritorious performance should be rewarded in tangible ways. A department or unit must clearly identify the normal expectations and performance standards that are expected of all staff. Through this process, indicators must be identified for performances that fall below standard expectations for merit as well for those types of achievements that surpass the unit's standard expectations.
6. The performance appraisal process should provide employees with constructive comments that enable them to develop professionally and to make improvements in performance.

7. A performance-based merit system must avoid trivializing the system by spreading merit too thinly and thus minimizing the impact of any incentive awards given.
8. Even the best annual review systems may produce salary inequities or may fail to appropriately reward contributions or performances spread over longer periods of time. Thus, an annual merit review system needs to be supplemented by periodic five-year comprehensive reviews on a rotating schedule.
9. A performance-based merit or salary reward system should foster cooperation among staff, should reward individuals for collaborative efforts, and should generate wide support and general satisfaction on the University campus.
10. Both the performance-based merit system and the performance appraisal process will be reviewed annually by ASC, which will make recommendations for modification as appropriate.

Provided these ten principles are followed, the Administrative Staff Council recommends that Bowling Green State University adopt a performance-based merit reward system. The Council believes it is better to improve the existing system than to abandon it completely. What follows are the specific recommendations for an employee performance-based merit system which is specific to administrative staff members.

Recommendations

1. Each year, the University should identify, review, and address employee salaries which may be inequitable. Funds should be made available on a regular, on-going basis to correct salary inequities, make market adjustments and salary adjustments deemed appropriate following comprehensive reviews of employee performance and salary, and to support raises for promotions. These funds should not be considered part of the annual merit pool.
2. To establish a clear connection between employee performance and reward, meritorious performance should be rewarded in tangible ways. Each employee will have a performance appraisal form which specifies performance indicators to be rewarded.
3. A performance-based merit system must be administered openly and reliably. Thus, changes in evaluation and merit pay criteria must be completed before the new contract year, i.e. before June 30 of the prior contract year. To ensure that employees can contest unfair merit assessments, timely disclosures of merit performance evaluations are necessary. Continual dialogue between the supervisor and the employee about progress towards goals is essential.

TIME DEADLINES

- a. Performance appraisal forms must be completed by May 31 of the prior contract year.
- b. Merit evaluations must be completed and results shared with the staff member by May 31.
- c. Merit criteria must be known prior to start of the next contract year.

- d. A supervisor will meet with employees between November 15 and January 15 for a dialogue on progress toward their annual goals. The supervisor will document at that time an employee's performance appraisal form which is falling below a satisfactory level. The supervisor will be expected to continue to engage in on-going dialogue with the employee to improve employee performance.
4. A supervisor's merit evaluation will include an assessment of the completion of performance evaluations and merit pay recommendations for their staff on time. Failure to do so will be deemed performance below expectations.
5. The Department of Human Resources will review all annual performance evaluations and merit pay recommendations to ensure consistency and integrity. Issues concerning the process will be communicated to ASC-PWC on an annual basis.
6. The annual merit allocation should be based upon the meritorious accomplishments over the most recent three-year period on a rolling basis, i.e., each year new information is added to the file for the most recent year and information for the oldest year is eliminated from the file. This will help to reduce inequities that can result from differences in the merit funds available each year and from fluctuations in performance that may occur from year to year.
7. All employees will be evaluated in their annual performance reviews to determine their eligibility for merit. Merit eligibility is determined by the job performance of an employee, as assessed by the Administrative Staff Performance Appraisal Form. Performing one's job at a satisfactory level and in a competent manner is the basis for merit pay. Given that an employee will qualify for a merit increase by meeting, as well as exceeding, unit standards, it is expected that very few employees will fail to qualify for merit.
8. Any employee who does not qualify for merit in their annual performance review should not receive a salary increase. A professional development fund equal to the uniform percentage raise that would have been allocated to the individual, should be made available to the department or academic unit for employee development, with priority given to assisting employees who have failed to qualify for a merit increment.
9. If the total merit pool for salary increments in a given year is three percent (3%) or less, all employees who qualify for merit in their annual performance reviews will receive the same percentage increase in salary.
10. If the total merit pool for salary increments in a given year is more than three percent (3%) but less than five percent (5%), it will be allocated according to the following guidelines:
 - a. Three percent (3%) of the total salaries of employees shall be allocated as a three percent (3%) increase in salary to all employees who qualify for merit based on their annual performance reviews.
 - b. The remaining difference between the total merit pool and the three percent (3%) of the total salaries of the administrative staff shall be allocated to departments and units for recognition of those employees

whose level of performance exceeds department or unit expectations as defined by the merit policy of the department or unit.

11. If the total merit pool is five percent (5%) or more, it will be allocated according to the following guidelines:

- a. Sixty percent (60%) shall be allocated to departments/units to be used as an equal percentage increase in salary to all employees who meet or exceed department/unit expectations and thereby qualify for merit in their annual performance reviews.
- b. Forty percent (40%) shall be allocated to departments/units for recognition and reward of those employees whose level of performance exceeds department/ unit expectations as defined by the merit policy of the department/unit.

narrative to introduce -

performance based merit

Board Approval

ongoing concerns

system in place to make it work

provide HR w/ resources to follow through on this

* check that classified evaluation must be turned in

performance matrix -

make merit based as board wants

admin could not have to allocate extra money to pay for

BECCA

20th

1) down size

ask Bureau how evaluations are handed in to Dobb

performance; get a list of who

name

Summary

merit

X TO ALL CPS - ALL ADMIN STAFF WILL BE EVALUATED

WHY DO WE WANT THIS

HOW CAN WE MAKE THIS WORK

marketing & communications

multiple performance matrix

driving force to get somebody to evaluate

even if we had 2 vote on 4 options it would have to be approved by board

THIS IS WHAT BOARD WANTS - HOW DO WE MAKE IT WORK

BOT approved Performance Based Pay 1997 ⁶⁷

Can't implement Fixed dollar amount salary
adjustment w/o Board approval
Could work towards Merit slide 16
Performance Penetration Matrix

Performance Eval

Finance & Admin

Univ Lib.

Hand book of Community Held
part eval

Letters from

Betsy Clark

Middleton

cover sheet w/

evals sent to HR

with alphabet OK

staff who have been

requested

AS for the constant group
with no security - they are a unit the
yearly contract, a unit the
evaluation would be
quality of work

Why do we want this

people who exceed expectations should be rewarded
merit based salary increase allows a means of
moving the best performers thru quarterly
problems

original form lengthy, onerous

ensure evaluation is done for everyone

ensure evaluation is honest

Faculty approving
ad staff

How can we make this work

ABC partner of HR

Mandate must come from President level or

we don't get cooperation from all divisions

Classified evaluation are done - too simplistic multiple choice